Student Engagement

What is it?

Maximize the simultaneous participation of all students through strategies and questions to solicit group responses.

Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

What does it look like?

Examples:

Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.

All students write their answer to a math problem on small white boards and hold them up for the teacher to see.

PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

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Why?

Increase on-task behavior

Increase praise to corrections ratio

Provides continual formative assessment

Makes learning visible

Increase academic/learning outcomes

Allows for differentiated responses and varied types of engagement for students who do not want group attention

Trauma-Lens?

Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

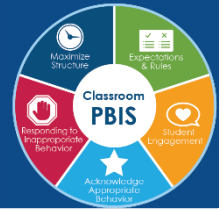- -

How?

Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as: use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.

Tips?

Teacher talk should account for no more than 40-50% of instructional time.

Use wait time of 5 seconds to allow for processing and encourage engagement

Share strategies and practice group opportunities to respond skills in grade/department teams.

Teach students the strategies prior to using them during an instructional lesson.

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Self-Report and/or Peer Observation Tool

Observe and monitor the components of **Opportunities to Respond** during a 10-20 minute period of active instruction.

Assessment Type (circle): Self-Report or Direct Observation   **Schedule** (circle): Baseline or Follow-up

School: Teacher: Grade: Room: Date: Time:

Yes = 2	Somewhat = 1	No = 0	N/A
Group responses are used more frequently to engage all students.	1-2 strategies are used to engage students in group responses.	Students are not engaged in group responses.	Active instruction was not observed.
3 or more strategies are used to replace single student responding, and engage students in group responses.	Group responses and individual responses are used equally.	Individual responses are used predominantly, and/or the same students are regularly targeted to respond.	Active instruction was not observed.
Teacher talk is less than 40% of instruction time observed.	Teacher talk is 40-60% of time observed.	Teacher talk is greater than 60% of time observed	Active instruction not observed.
Wait time equals 5 seconds.	Wait time is less than 5 seconds.	No wait time allow.	Active instruction not observed.
80% or more of students are on task during each of the three scans.	70-79% of students are on task during one or more scans.	Less than 70% students are on task during one or more scans.	

Data Collection for Engagement & Multiple Opportunities to Respond	Data
Tally of instructional questions, statements or gestures made by the teacher seeking an academic **group** response. *(all students responding)*	
Tally of instructional questions, statements or gestures made by the teacher seeking an academic **individual** response. *(single student responding)*	
Strategies and/or instructional tools used to replace single student responding (*e.g. use of response cards, dry erase boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.*)	

On-task/off-task behavior for academic engagement during 10-minute observation sessions (below).
Scan all students to note on-task and off-task behaviors.

Total # students in class		Time of each scan:	Time 1:	Time 2:	Time 3:	Average
		Ratio and/or % on-task at each interval:				
Brief description of the instructional context during the observation. *(Individual instruction, small group, whole class, tech in use, etc.)*						

Notes:

Also consider using the FLPBIS Classroom Assistance Tool (CAT). The CAT is a comprehensive tool to review classroom systems including environmental factors, classroom behavior systems, and curriculum and instruction.

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